

PORTAGEVILLE SCHOOL DISTRICT

Federal Programs Schoolwide Program

We use a 3-tiered method for intervention. Each student K-5 is benchmarked three times yearly in our elementary building, then progress monitored twice each month. Students who are below grade level will receive tier 2 intervention which is extra 30 minutes of instruction from the classroom teacher using small groups. Tier 3 will be an extra 60 minutes of intensive instruction with an extra 30 minutes of intensive small-group instruction from the classroom teacher as well as an extra 30 minutes of intensive instruction from our Title teachers in small groups. The school will use Aimsweb Reading and Math, along with Acuity, Developmental Reading Assessment, and STAR Reading and Math to benchmark and progress monitor students.

All of our students will be expected to meet the Missouri Learning Standards. Students will receive research-based instruction from curricula that are aligned to these standards. Students who are not on grade level will receive intervention from classroom teachers, as well as our intervention teachers. Students on Individual Education Plans will receive intensive help in meeting these standards by receiving individualized help from a Special Education certified teacher, who is trained to use a variety of teaching methods to help struggling students in that subgroup.

The administrators, regular teachers, along with intervention teachers and special education teachers will work together to analyze student data from the assessments and progress monitoring given to develop a plan to implement appropriate research-based strategies to help our students meet the Missouri Learning Standards and become more confident and successful in school. This is how the 3-tiered plan of intervention will be developed and determine which students need the Tier 2 and 3 intensive instruction.

We offer after-school tutoring for all students in reading and/or math; however, those students that are identified as tier 2 and 3 students will be strongly encouraged to attend tutoring. The teacher and principal will call or visit the parents of the at-risk students, as well as mail a letter home to these parents explaining why it would especially benefit their child to attend tutoring.

Our district does a needs assessment each year. Teachers mark the professional development activities that they feel is most needed. The district then works to plan in-house professional development on teacher in-service days as well as allow teachers to travel to conferences and meetings that will strengthen their teaching ability and help them meet the needs of their students.